

CURRICULUM VITAE

Sandra Laing Gillam, Ph.D.

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 Communicative Disorders and Deaf Education
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EDUCATION

University of Memphis	Communication Disorders	Ph.D.	1999
Auburn University	Communication Disorders Early Intervention Transdisciplinary Training (Summer)	M.S.	1989
Auburn University	Speech Language Pathology and Audiology	B.S.	1987

PROFESSIONAL EXPERIENCE

<u>Academic</u>		
Utah State University Logan, UT	<i>Professor</i> Department of Communicative Disorders and Deaf Education	July 2011 -present
Curtin University Perth, Australia	<i>Visiting Scholar</i> School of Psychology	July - August 2009
Utah State University Logan, UT	<i>Associate Professor</i> Department of Communicative Disorders and Deaf Education	August 2006-present
Northern Arizona University Flagstaff, AZ	<i>Visiting Professor</i> Communication Sciences and Disorders	June - July 2005
The University of Alabama Tuscaloosa, AL	<i>Associate Professor</i> Department of Communication Disorders	August, 2004 - August, 2006
The University of Alabama Tuscaloosa, AL	<i>Assistant Professor</i> Department of Communication Disorders	August, 1999 - August, 2004

1. Aggie Athlete Mentor (2013-2014). Utah State University Athletic Department.
2. Research Mentoring-Pair Travel Award (RMPTA; 2014). 24th Annual Research Symposium at the ASHA Convention: Primary Language Impairment in Children with Concomitant Health Conditions or Nonmainstream Language Backgrounds.
2. Elected Vice President for Speech Language Pathology Practice, American Speech Language and Hearing Association (Awarded, May, 2014; January 2015-2018).
3. Researcher of the Year (May, 2014). Department of Communication Disorders and Deaf Education. Utah State University.
4. Awarded Fellow of the American Speech Language and Hearing Association (November, 2013). Chicago, Illinois.
5. Undergraduate Research Mentor of the Year (2009). Emma Eccles Jones College of Education. Utah State University.
6. Undergraduate Research Mentor of the Year (2009, 2010). Communicative Disorders and Deaf Education. Utah State University.
7. Invited guest at USU Student-Athlete Services 14th Annual Whitesides Scholar-Athlete Awards Luncheon (2007), Evan N. Stevenson Ballroom, Taggart Student Center, Utah State University. *Each athlete at USU is asked to invite a Professor that has made an impact in their life.
8. Top Professor, Utah State University Mortar Board (2007).
9. Outstanding Alumni Award. The University of Memphis Board of Directors (2005).
10. Inaugural Cadre of Advisors and Board Recognized Specialist, Specialty Board on Child Language (2004 – 2010).
11. Nominated for The College of Arts & Sciences Leadership Board Outstanding Commitment to Students Award (2003, 2005).
12. New Investigator Research Award, The American Speech Language and Hearing Association Foundation, (2002).

GRANT SUPPORT

External Grants

1. Co-Principal Investigator (with Ronald Gillam PI/PD). Randomized Controlled Trials of the Supporting Knowledge and Language and Literacy (SKILL) Program. US Department of Education, Institution for Educational Sciences, National Center for Special Education Research.

(\$3,500,00; 7/1/16-6/30/21) Selected for funding

1. Principal Investigator (with Ron Gillam, Co-PI). Developing a narrative language intervention program for improving spoken language proficiency. Institute of Education Sciences, Reading, Writing, and Language.
7/1/09 – 7/1/13 (\$1,450,000)
2. Research Mentor (for Abbie Olzsewski, Doctoral Student, PI). Teaching Mainstream Communication Skills to At-Risk Adolescents. Starfish Mini Grant, American Speech Hearing and Language Association, Division 1.
7/1/10 – 7/1/11 (\$3,500)
3. Co-Investigator (with Timothy Slocum, PIPD). Interdisciplinary Doctoral Program to Promote Evidence-Based Language and Literacy Practices. U.S. Department of Education, Office of Special Education and Rehabilitation, Preparation of Leadership Personnel. 1/1/10 - 12/31/14 (\$799,996)
4. Co-Investigator, Research Coordinator, and Specialty Area Coordinator (with Ron Gillam, PI/PD) Future Leaders in Speech-Language Pathology and Audiology; Training Program for Pediatric Communication Disorders. Department of Health and Human Services - Maternal and Child Health Bureau.
8/1/08 - 7/31/13 (\$672,632); 1/1/10 - 1/30/11 (\$30,000 Autism Supplement)
5. Co-Investigator (with Ron Gillam, PI/PD). Comparison of Language Intervention Program. NIH/NIDCD Award.
9/1/06 - 8/31/07 (\$113,618)
6. Principal Investigator, The Relationship Between Inhibition and Verbal Working Memory in Children with Specific Language Impairment. New Investigator Grant, American Speech Hearing and Language Foundation.
5/1/01 (\$5,000)
7. Principal Investigator, the Impact of Temporal Processing Training on Spontaneous Language Production. Scientific Learning Corporation (SLC).
5/1/00 (\$2,550).

Internal Grants

1. Co-Principal Investigator (with Ron Gillam, PI/PD). Developing a visual analog to grammatical comprehension: Preliminary investigations. Seed Program to Advance Research Collaborations (SPARC). Utah State University.
2016-2017 (\$30,000)
2. Faculty Mentor (for Mikenzie Bentley, UG student investigator). Phonemic Awareness in Children with Significant Speech Problems. Undergraduate Research and Creative Opportunities Grant (URCO). Utah State University.
10/30/09 – 10/3/10 (\$1,000)
3. Principal Investigator, Functional Language Intervention Program. Research Catalyst Grant. Utah State University.

4/2008 – 4/2009 (\$16,000)

4. Co-Principal Investigator (with Beth Foley, PI/PD). Phonological processing, written language, and memory skills in children who require augmentative and alternative communication (AAC): Response to intervention, Community/University Research Initiative Grant Proposal.
2/2006 – 7/2008 (\$36,000)
5. Principal Investigator, Comparison of formal and informal language and processing measure in differentiating among language differences and disorder in African American Vernacular English (AAVE) and Standard American English (SAE) speakers. Research Advisory Committee (RAC). The University of Alabama.
1/2004 – 2/2005 (\$5,000)
6. Principal Investigator, The Impact of Temporal Processing Training on Spontaneous Language Production. Research Advisory Committee (RAC). The University of Alabama.
1/2000 – 2/2001 (\$4,600)

Grants Submitted

2. Principal Investigator (with Ray Reutzel and Ronald Gillam Co-PIs). Supporting expository language and literacy in informational text. US Department of Education, Institute of Education Sciences, Reading, Writing, and Language. Regular Education Research (not funded)
(\$1,450,000; 7/1/15-6/30/18)

Grant Consulting

1. Consultant (with Lisa Boyce, PD/PI). Using Technology for Emergent Literacy and Language (UTELL). IES Award.
7/2008 – 7/2010 (\$25,000)
2. Consultant (with Karen Bussiere and Beverly Collison). Clinician consistency in monitoring children's narrative language. Establishing standards of care for children with language impairments at the North West Health Center, Calgary, Canada.

PUBLICATIONS

Articles

1. Gillam, S., Olszewski, S., Squires, K., Snyder-Wolf, K., & Gillam, R. (in press). Improving Narrative Production in Children with Specific Language Impairment: an Early-Stage Clinical Trial of Supporting Knowledge in Language. *Language, Speech and Hearing Services in the Schools*.

2. Studenka, B., Gillam, S., Hartzheim, D., & Gillam, R. (2017). Motor and verbal perspective taking in children with Autism Spectrum Disorder: Changes in social interaction with people and tools. *Research in Developmental Disabilities*.
3. Olszewski, A., Panorska, A., & Gillam, S. (2017). Training verbal and nonverbal communication interview skills to adolescents. *Communication Disorders Quarterly*, accepted, October, 9, 2016
4. Pyle, N., Crowther, A., Lignugaris-Kraft, B., Gillam, S., Reutzell, D. R., Olszewski, A., Segura, H., Hartzheim, D., Laing, W., & Pyle, D. (2017). Effects of expository text structure interventions on comprehension: A meta-analysis. *Reading Research Quarterly*.
5. Gillam, S., Holbrook, S., & Westenskow, A. (2016). Addressing the language of math: Collaboration is essential. *Perspectives on Language Learning and Education, Sig 1, Vol. 1 (Part 3)*. 118-122.
6. Israelsen, M., & Gillam, S. (2016). The Relationship between Narrative Proficiency and Syntactic Complexity of Story Retells Elicited from Children with ASD Spectrum Disorders (ASD). *Autism Open Access 6: 181*. doi:10.4172/2165-7890.1000181
7. Gillam, S., Gillam, R., Fargo, J., Olszewski, A., & Segura, H. (2016). Monitoring indicators of scholarly language (MISL): A progress-monitoring tool for scoring narratives produced by school-age children with language impairments. *Communication Disorders Quarterly*. 1525740116651442, first published on June 7, 2016.
8. Gillam, S. (2016). Issue editor foreword: Discourse intervention across the lifespan. *Topics in Language Disorders, 36*, 3-5.
9. Gillam, S., & Gillam, R. (2016). Narrative discourse intervention for school-age children with language impairment. *Topics in Language Disorders, 36*, 20-34.
10. Gillam, S., Hartzheim, D., Studenka, B., Simonsmeier, V., & Gillam, R. (2015). Narrative intervention for children with Autism Spectrum Disorder (ASD). *Journal of Speech, Language and Hearing Research, 1-14*.
11. Gillam, R., & Gillam, S. (2015). Communication Disorders. *The Encyclopedia of Clinical Psychology*. Published Online: 23 JAN 2015, DOI: 10.1002/9781118625392.wbecp560
12. Gillam, S., & Gillam, R. (2014). Improving clinical services: Be aware of fuzzy connections between principles and strategies. *Language, Speech, and Hearing Services in Schools, 45*, 137-144.
13. Gillam, S., Olszewski, A., Fargo, J., & Gillam, R. (2014). Classroom-based narrative and vocabulary instruction: Results of an early-stage, nonrandomized comparison study. *Language, Speech, and Hearing Services in Schools, 45*, 204-219.

14. Gillam, S., Fargo, J., Gillam, R., & Cruce, C. (2013). A comparison of two directed monitoring conditions for improving comprehension. *International Journal of Speech and Language Pathology and Audiology*, 1, 52-62.
15. Boyce, L., Gillam, S., Innocenti, M., Akers, J., Cook, G., & Ortiz, E. (2013). An examination of language input and vocabulary development of Spanish-English bilingual children living in poverty. *First Language*, 33, 572-593.
16. Squires, K. & Gillam, S., Reutzell, D.R. (2013). Characteristics of children who struggle with reading: Teachers and Speech-Language Pathologists collaborate to support young learners. *The Early Childhood Education Journal*, 41 401-411.
17. Gillam, S., Gillam, R., & Reese, K. (2012). Language Outcomes of Contextualized and Decontextualized Language Intervention: Results of an Early Efficacy Study. *Language, Speech and Hearing Services in Schools*, 43, 276-291.
18. Gillam, S. (2012). Narrative intervention for children with specific language impairment (SLI). *Proceedings of the XXVIII International Congress of the Spanish Association of Logopaedy, Phoniatry and Audiology*. University of Madrid, Madrid, Spain.
19. Gillam, S. (2012). Understanding comprehension in children with specific language impairment (SLI). *Proceedings of the XXVIII International Congress of the Spanish Association of Logopaedy, Phoniatry and Audiology*. University of Madrid, Madrid, Spain.
20. Gillam, R., & Gillam, S. (2012). N-back and CogMed working memory training: Proceed with caution. *Perspectives on Language Learning and Education, Division 1*, 108-116.
21. Gillam, S., & Ford, M. (2012). Dynamic assessment of phonological awareness for children with speech sound disorders. *Child Language Teaching and Therapy*, 28, 297-308.
22. Gillam, S., Fargo, J., Petersen, D., & Clark, M. (2012). Assessment of structure dependent narrative features in modeled contexts: African American and European American children. *English Linguistics Research*, 1, 1-17.
23. Gillam, S.L., & Gillam, R.B. (2011). Making evidence-based decisions about language intervention services for children (pp. 304-315). In ASHA (Ed.), *Research, Reason, and Uncertainty, Topics in Communication Sciences and Disorders Research – an ASHA reader*. Rockville, MD: ASHA.
24. Anthony, J. L., Williams, J. M., Duran, L., Gillam, S., Liang, L., Aghara, R., Swank, P., Assel, M., & Landry, S. (2011). Dimensionality and Development of Spanish Phonological Awareness. *Journal of Educational Psychology*, 103, 857-876.

25. Gillam, S., & Fargo, J., Foley, B., & Olszewski, A. (2011). A nonverbal phoneme deletion task administered in a dynamic assessment format. *Journal of Communication Disorders, 44*, 236-245.
26. Nava, C., Pincock, J., & Gillam, S. (2011, April). Classroom-based instruction in narration for children learning English: A feasibility study. *Proceedings of the National Conference on Undergraduate Research (NCUR), 1832-1837*. Ithaca College, Ithaca, New York.
27. Nelson, J., Hancock, A., Nielsen, S., Turnbow, K., & Gillam, S. (2011). From oral to written narratives: Instructional strategies and outcomes. *Proceedings of the National Conference on Undergraduate Research (NCUR), 1784-1789*. Ithaca College, Ithaca, New York.
28. Gillam, S., & Justice, L. (2010). Progress Monitoring Tools for SLPs in Response To Intervention (RTI): Primary Grades. *The American Speech Hearing and Language Leader, 9/ 21 issue: Feature*. (invited feature article, circulation, 145,000+).
29. Petersen, D., Gillam, S., Spencer, T., & Gillam, R. (2010). Narrative Intervention for children with neurologically based speech and language disorders. A single subject, multiple baseline study. *Journal of Speech, Language and Hearing Research, 53*, 961-981.
30. Burr, A., Cox, J., Gillam, S., & Boyce, L. (2010). Relationships among emphasis on literacy in the home, income, maternal depression and education on toddlers participating in Early Intervention Services. *Proceedings of the National Conference on Undergraduate Research (NCUR)*. University of Montana, Missoula. Missoula, Montana.
31. Shaw, J., & Blackburn, A., Gillam, S., & Boyce, L. (2010). The relationship among socioeconomic status, education, maternal language input, and maternal book-sharing practices in wordless and printed book contexts. *Proceedings of the National Conference on Undergraduate Research (NCUR)*. University of Montana, Missoula. Missoula, Montana.
32. Morrey, K., Slater, L., Bailey, K., Taylor, M., Gillam, S. (2010). A comparison of intervention approaches for improving literate language use by children with language impairments. *Proceedings of the National Conference on Undergraduate Research (NCUR) pp. 967-972*. University of Montana, Missoula. Missoula, Montana.
33. Gillam, S., Fargo, J., & Robertson, K. (2009). Comprehension of expository text: Insights gained from think-aloud data. *American Journal of Speech Language Pathology, 18*, 82-94.
34. Spencer, T., Petersen, D., & Gillam, S. (2008). Picture exchange communication system (PECS) or sign language: An evidence-based decision making example,

- Teaching Exceptional Children, 41, 40-47.*
35. Gillam, S., & Gillam, R. (2008). Teaching graduate students to make evidence-based intervention decisions: Application of a seven-step process within an authentic learning context. *Topics in Language Disorders, 28, 209-225.*
 36. Petersen, D, Gillam, S., & Gillam, R. (2008). Emerging procedures in narrative assessment: The index of narrative complexity. *Topics in Language Disorders, 28, 115-130.*
 37. Gillam, S. (2008). What is RTI and How do I fit in? *The Communicator, Utah Speech Language Hearing Association, 47, 7.*
 38. Gillam, S. & Gillam, R. (2007). Consulting the evidence to provide treatment for a preschooler with moderate-to-severe speech disorders who has not responded well to previous therapy. *Perspectives on Language Learning and Education, Division 1, Volume 14, (1), 4-6.*
 39. Gillam, S. & Kamhi, A. (2007). EBP Brief: Intervention for preschool children with moderate-severe phonological impairment. *Evidence Based Practice Briefs, 1, 59- 68.*
 40. Gillam, S. & Gillam, R. (2006). Making evidence-based decisions about child language intervention in schools. *Language, Speech, and Hearing Services in Schools, 37, 1-12.*
 41. Gillam, R. & Laing, S. (2006). Making evidence-based decisions about language intervention with primary grade children. *Perspectives on Language Learning and Education, Division 1, 13, 10-16.*
 42. Laing, S. (2006). Phonological awareness, reading fluency, and strategy-based reading comprehension instruction for children with language learning disabilities: What does research show? *Perspectives on Language Learning and Education, Division 1, 13, 17-22.*
 43. Gillam, S. (2006, April). Building the PhD pipeline. *Proceedings of the Council of Academic Programs in Communication Sciences and Disorders, Destin, Florida.*
 44. Laing, S., & Espeland, W. (2005). The impact of a classroom-based preschool phonological awareness training program for children with spoken language and expressive phonological impairments. *Journal of Communication Disorders, 38, 65-82.*
 45. Laing, S. (2004). The effects of phonological awareness and reading intervention with moderate-severe language impairment. www.speechpathology.com.
 46. Laing, S., & Kamhi, A. (2003). Assessment of language and literacy in culturally and linguistically diverse populations. *Language, Speech, and Hearing Services in the*

Schools, 34, 44-55.

47. Laing, S. (2003). Research improves speech-impaired children's reading. *The University of Alabama, Research: The Foundation for Economic Expansion, Vol. 1, Issue 1, 29.*
48. Laing, S. (2003). Assessment of phonology in preschool African American Vernacular English speakers using an alternate response mode. *American Journal of Speech Language Pathology, 12, 3-15.*
49. Laing, S. (2002). Miscue analysis in school-age children. *American Journal of Speech Language Pathology, 11, 407-416.*
50. Laing, S., & Kamhi, A. (2002). The use of think-aloud protocols to compare inferencing abilities of average and below average readers. *Journal of Learning Disabilities, 35, 436-447.*
51. Kamhi, A., & Laing, S. (2001). The Importance of Orthographic Analogies in Learning to Read, *Journal of Logopedics, Phoniatrics, & Vocology, 25, 29-34.*

Books

1. Reutzel, R., Clarke, S., Jones, C., and Gillam, S. (2016). *Making Meaning and Growing Knowledge: Comprehension Instruction in the Common Core Classroom, Pre-K-3.* Teachers College Press, New York, NY.

Book Chapters

1. Gillam, S., & Holbrook, S. (in press). Language Intervention/Therapy. In Jack S. Damico & Martin J. Ball (Eds.), *The SAGE Encyclopedia of Human Communication Sciences.* SAGE Publications. Thousand Oaks, California.
2. Gillam, R., Gillam, S., Holbrook, S., & Orellano, C. (in press). Language Disorder. In Samuel Goldstein & Melissa DeVries (Eds.). *Handbook of DSM 5 Childhood Disorders.* Springer Publishers, Manhattan, New York
3. Gillam, R., Montgomery, J., & Gillam, S., & Evans, J. (2017). Memory and attention in children with language impairments. In R. G. Schwartz (Ed), *Handbook of Child Language Disorders 2nd Edition, pp. 213-237.* New York: Psychology Press.
4. Gillam, R., Gillam, S., & Fey, M. (2016). Supporting Knowledge in Language and Literacy (SKILL): A narrative intervention program. In McCauley, R., Fey, M., & Gillam, R., Eds.), *Treatment of Language Disorders (2nd Edition).* Brooks Publishing, Baltimore, MD.
5. Gillam, S., & Reutzel, R. (2016). Effective interventions for decoding and reading comprehension. In McCauley, R., Fey, M., & Gillam, R., Eds.), *Treatment of Language Disorders (2nd Edition).* Brooks Publishing, Baltimore, MD.

6. Gillam, S., & Gillam, R. (2015). An introduction to the discipline of communication Sciences and Disorders, pp. 3-33. In R. Gillam, T. Marquardt, & F. Martin, (Eds.), *Communication Sciences and Disorders: From Science to Clinical Practice*. Boston, MA: Jones & Barlett.
7. Gillam, S., & Gillam, R. (2015). Language Impairment in Children, pp. 281-318. In R. Gillam, T. Marquardt, & F. Martin, (Eds.), *Communication Sciences and Disorders: From Science to Clinical Practice*. Boston, MA: Jones & Barlett.
8. Gillam, S., & Simonsmeier, V. (2015). Spoken language problems in school-age populations, 193-224. In G. Lof & A. Johnson (Eds), *National Speech-Language Pathology Examination Review and Study Guide*. Therapy Education, Evanston, Illinois.
9. Gillam, S., & Gillam, R. (2013). The development of morphology and syntax. In B. Shulman, B., & N. Capone, N. (Eds), *Language Development: Foundations, processes, and clinical applications, Second Edition*. Jones & Bartlett Learning, Burlington, MA.
10. Gillam, S., & Reutzel, R. (2012). Speaking and listening standards. In L. Morrow, T. Shanahan & K. Wixson (Eds), *Teaching with the Common Core Standards for English Language Arts: What Educators Need to Know. Pre-K*. New York: NY. Guilford Press.
11. Justice, L., Gillam, S., & McGinty, A. (2012). Teaching students with language disorders, pp. 61-72. In R. McWilliam, M. Tankersley, & B. Cook (Eds), *Effective Practices in Special Education*. New York, NY: Pearson.
12. Justice, L., Gillam, S., & McGinty, A. (2012). Teaching students with language disorders. In Cook, B. G., & Tankersley, M. (2013). *Research-based practices in special education*, pp. 384-395. Upper Saddle River, NJ: Pearson Education.
13. Gillam, S., & Kamhi, A. (2010). Specific language impairment. In M. Ball., J. Damico, and N. Mueller (Eds.), *Blackwell Handbook in Linguistics: The Handbook of Language and Speech Disorders*. Hoboken, NJ: Wiley-Blackwell.
14. Gillam, R., & Gillam, S. (2010). An introduction to the discipline of communication Sciences and Disorders. In R. Gillam, T. Marquardt, & F. Martin, (Eds.), *Communication Sciences and Disorders: From Science to Clinical Practice*. Boston, MA: Jones & Barlett.
15. Gillam, R., Montgomery, J., & Gillam, S. (2009). Memory and attention in children with language impairments. In R. G. Schwartz (Ed), *Handbook of Child Language Disorders* (pp. 201-125). New York: Psychology Press.
16. Gillam, S. (2007). Intervention for text comprehension deficits. In A. G. Kamhi, J. J. Masterson, & K. Apel (Eds.), *Clinical decision making in developmental language*

disorders (pp. 267-284). Boston, MA: Allyn & Bacon.

17. Kamhi, A., & Laing, S. (2001). The path to reading success or reading failure: A choice for the millennium. In J. Harris, A. Kamhi, & K. Pollock (Eds.), *Literacy in African-American Communities* (pp. 267-284), Mahwey, New Jersey: Lawrence Erlbaum Associates, Inc.

Professional Education Publications

1. Gillam, S., Gillam, R., & Laing, C. (2012). Supporting knowledge in language and literacy (SKILL). (curriculum guide to teaching narratives with DVD, manual, and progress monitoring tools). Watkins Printing & Utah State University.
2. Gillam, R. & Gillam, S. (2009). Assessing and treating narrative language in children with language impairments (self-study publication with audio CD and manual). Rockville, MD: American Speech- Language-Hearing Association.

PRESENTATIONS

Refereed Presentations

International

1. Gillam, S. (April, 2017). Evidence Based Practices for supporting students in becoming College and Career Ready. Full-day workshop for the Overseas Association of Communication Sciences, Vicenza, Italy.
2. Gillam, S., & Gillam, R. (2016). Preschool Language and Literacy, Webinar & Live Chat. American Speech Language and Hearing Association, Professional Development.
3. Studenka, B. E., *Cummins, D. L., Gillam, S., Gillam, R., Hartzheim, D., *Myers, K., Motor and verbal perspective taking in children with Autism Spectrum Disorder. (June, 2016). Poster presented at the annual meeting of the North American Society for the Psychology of Sport and Physical Activity (NASPSPA). Montreal, Quebec, Canada [abstract published in *Journal of Sport & Exercise Psychology*, *37*, S110].
4. Gillam, R., & Gillam, S. (February, 2016). Treating narrative discourse in preschool children with language disorders. Online conference on Collaboration for Preschool Language and Literacy. American Speech Language and Hearing Association, Rockville, MD.
5. Studenka, B., Cummins, D., Gillam, S., Gillam, R., & Myers, K. (2016). Motor and verbal perspective taking in children with Autism Spectrum Disorder. Presentation to the *North American Society for the Psychology of Sport and Physical Activity*, Montreal, Canada.

6. Gillam, R., & Gillam, S. (December, 2015). Assessing and Treating narrative discourse in children with language disorders. Online conference on Collaboration for School-Age Language and Literacy. American Speech Language and Hearing Association, Rockville, MD.
7. Crotty, B., & Gillam, S. (June 3, 2015). Content and form in the narratives of children with Autism Spectrum Disorder in two elicitation contexts: Implications for Assessment and Instruction. Poster presentation presented to the *Symposium on Child Language Disorders*, Madison, Wisconsin.
8. Gillam, S. (May 18, 2015). Processing mechanisms that underlie comprehension of spoken and written discourse. Seminar presented to the *Symposium on Specific Language Impairment* to the Overseas Association of Communication Sciences, Lundstahl, Germany.
9. Gillam, S. (May 19, 2015). Intervention to improve comprehension and production of discourse skills for school-age children. Seminar presented to the *Symposium on Specific Language Impairment* to the Overseas Association of Communication Sciences, Lundstahl, Germany.
10. Gillam, S., (Jan-April, 2015). Monitoring Indicators of Scholarly Language Training. Delivered five-part training to SLPs in provinces across Canada. Alberta Health Services.
11. Hartzheim, D., Gillam, S., & Gillam, R. (June 3, 2014). Narrative intervention for children with Autism Spectrum Disorder. Poster presentation presented to the *Symposium on Child Language Disorders*, Madison, Wisconsin.
12. Hopper, J., Clement, S., Gillam, S., Gillam, R., & Iglesias, A. (June 3 2014). Learning two languages: A longitudinal investigation of discourse skills for Spanish-English bilinguals. Poster presentation presented to the *Symposium on Child Language Disorders*, Madison, Wisconsin.

National

1. Gillam, S., Gillam, R., Danzak, R., Arfe, B., Ward-Lonergan, J., Duthie, J., & Milman, L. (2016). Literacy assessment and intervention. 2-hour seminar presented at the American Speech, Language and Hearing Convention, Philadelphia, Pennsylvania.
2. Hammon, M., Long, S., Israelsen, M., Zemke, M., Lindstrom, & Gillam, S. (2016). The use of metalinguistic verbs in conversation by a student with Autism during narrative intervention. Poster presented at the American Speech, Language and Hearing Convention, Philadelphia, Pennsylvania.
3. Holbrook, S., Westenskow, A., Gillam, S., Long, S., Hansen, M., Zemke, M., Beck, T., Gibson, H., & Forbes, R. (2016). Improving math abilities in students with

- language impairments through interprofessional practice (IPP). Poster presented at the American Speech, Language and Hearing Convention, Philadelphia, Pennsylvania.
4. Balthazar, C., Ebert, K., Fey, M., Gillam, S., Gillam, R., Robey, R., & Wendt, O. (2016). Clinical Significance & Effect Size for Single Subject Experimental Designs: Interpreting Effects of Language Intervention. 2-hour seminar presented at the American Speech, Language and Hearing Convention, Philadelphia, Pennsylvania.
 5. Crotty, B., & Gillam, S. (November, 2015). Content and form in the narratives of children with Autism Spectrum Disorder in two elicitation contexts: Implications for Assessment and Instruction. Technical session presented to the *American Speech Language and Hearing Convention*, Denver, Colorado.
 6. Gillam, R.B & Gillam, S.L. (September, 2015). Translating Cognitive Theory into Language Interventions for School-Age Children with Language Impairments. Lecture presented at the 10th Annual Eleanor M. Saffron Cognitive Neuroscience Conference, Philadelphia, PA.
 7. Gillam, S.L & Gillam, R.B (September, 2015). Overview: Supporting Knowledge in Language and Literacy (SKILL). Lecture presented at the 10th Annual Eleanor M. Saffron Cognitive Neuroscience Conference, Philadelphia, PA.
 8. Gillam, S.L. & Gillam, R.B. (September, 2015). Child language treatment applications in school or clinic settings. Workshop presented at the 10th Annual Eleanor M. Saffron Cognitive Neuroscience Conference, Philadelphia, PA, September.
 4. Gillam, R., Wan, N., Gillam, S., & Hancock, A. (April, 2015). Neural activation in children with and without language impairments during complex sentence processing. Cognitive Neuroscience Annual Meeting, San Francisco, CA.
 5. Anderson, T., Israelsen, M., Nielsen, A., Crotty, B., & Gillam, S. (April, 2015). The relationship between narrative proficiency and syntactic complexity of story retells elicited from children with Autism Spectrum Disorder (ASD). Poster presented to the National Conference on Undergraduate Research (NCUR), Cheney, Washington.
 6. DeLucchi, S., Fricke, T., Okey, K., Crotty, B., & Gillam, S. (April, 2015). Content-Form Trade-offs in the spontaneous stories told by children with Autism Spectrum Disorder (ASD): Implications for Assessment and Instruction. Poster presented to the National Conference on Undergraduate Research (NCUR), Cheney, Washington.
 7. Hammon, M., Sneddon, S., Williams, M., Crotty, B., & Gillam, S. (April, 2015). Improving the use of mental state verbs by children with Autism Spectrum Disorders in two narrative production tasks: Story retelling and spontaneous story generation. Poster presented to the National Conference on Undergraduate Research (NCUR), Cheney, Washington.
 8. Kunz, E., Long, S., Reeder, M., Crotty, B., & Gillam, S. (April, 2015). Grammatical and narrative content adequacy in story retells told by children with Autism Spectrum

- Disorder (ASD) before, during and after narrative instruction. Poster presented to the National Conference on Undergraduate Research (NCUR), Cheney, Washington.
9. Sanford, M., Pearson, R., Summers, K., Crotty, B., & Gillam, S. (February, 2015). Syntactic complexity and narrative competence for children with Autism Spectrum Disorder (ASD): Balancing complexity with content in spontaneously generated stories. Poster presented to the National Conference on Undergraduate Research (NCUR), Cheney, Washington.
 10. Gillam, S., Miller, J., Leonard, L., Holland, A., Rosenbek, J., & LaPointe, L. (November, 2014). Contemporary issues in language intervention: Where have we come in 30 years? Seminar presented at the Annual Convention of the American Speech Language and Hearing Association, Orlando, Florida.
 11. Gillam, S., Peterson, D., & Jackson, C. (November, 2014). State of the art in matching narrative interventions to children's developmental profiles. Seminar presented at the Annual Convention of the American Speech Language and Hearing Association, Orlando, Florida.
 12. Hartzheim, D., Gillam, S., & Gillam, R. (November, 2014). Narrative intervention for children with autism: Targeting core symptoms. Seminar presented at the Annual Convention of the American Speech Language and Hearing Association, Orlando, Florida.
 13. Gillam, R., Gillam, S., & Wan, N. (November, 2014). Online analysis of neural activation in children with SLI using near infrared spectroscopy. Seminar presented at the Annual Convention of the American Speech Language and Hearing Association, Orlando, Florida.
 14. Wada, R., Gillam, S., & Gillam, R. (November, 2014). Clinician recasts and production of complex syntax by children with and without specific language impairment. Technical session presented at the Annual Convention of the American Speech Language and Hearing Association, Orlando, Florida.
 15. Hopper, J., Gillam, S., Gillam, R., & Iglesias, A. (November, 2014). Learning two languages: A longitudinal investigation of discourse skills for Spanish-English bilinguals. Technical session presented at the Annual Convention of the American Speech Language and Hearing Association, Orlando, Florida.
 16. Pyle, N., Crowther, A., Gillam, S., Olszewski, A., Hartzheim, D., Laing, W., & Pyle, D. (February, 2014). *Effects of expository text structure interventions on comprehension: A meta-analysis*. Poster presentation at the Pacific Coast Research Conference.
 17. Cook Evans, B., & Gillam, S. (November, 2013). Does teaching narrative structure to children with language impairments improve comprehension of expository text? Technical session presented at the Annual Convention of the American Speech

- Language Hearing Association, Chicago, Illinois.
18. Olszewski, A., Rojas, R., Gillam, S., Iglesias, A., & Maahs-Fadung, C. (November, 2013). A longitudinal study of English narrative discourse development in young Spanish-English bilinguals. Technical session presented at the Annual Convention of the American Speech Language Hearing Association, Chicago, Illinois.
 19. Squires, K., & Gillam, S. (November, 2013). The magic of collaboration! SLPs and teachers use RTI to reach struggling readers. One hour seminar presented at the Annual Convention of the American Speech Language Hearing Association, Chicago, Illinois.
 20. Gillam, S., & Olszewski, A. (November, 2013). Collaborative classroom-based narrative instruction: An early effectiveness study to assess the value added by speech language pathologists. Poster presented at the Annual Convention of the American Speech Language Hearing Association, Chicago, Illinois.
 21. Squires, K., & Gillam, S. (November, 2012). How SLPs can use RTI to help struggling early readers. Poster presented at the Annual Convention of the American Speech Language Hearing Association, Atlanta, Georgia.
 22. Segura, H., & Gillam, S. (November, 2012). Theory of mind, narratives, and mental verbs in Asperger Syndrome. Poster presented at the Annual Convention of the American Speech Language Hearing Association, Atlanta, Georgia.
 23. Olszewski, A., & Gillam, S. (November, 2012). Transfer effects of oral narrative training on written language. Technical session presented at the Annual Convention of the American Speech Language Hearing Association, Atlanta, Georgia.
 24. Gillam, S. (November, 2012). Data-driven intervention practice: An iterative process. One-hour seminar presented at the Annual Convention of the American Speech Language Hearing Association, Atlanta, Georgia.
 25. Gillam, S., Segura, H., & Cruce, C. (November, 2011). Comprehension of narrative and expository discourse: One size does not fit all. One-hour seminar presented at the Annual Convention of the American Speech Language Hearing Association, San Diego, California.
 26. Olszewski, A., & Gillam, S. (November, 2011). Teaching core curricular presentation skills to at-risk adolescents. Poster presented at the Annual Convention of the American Speech Language Hearing Association, San Diego, California.
 27. Anthony, J., Williams, J., Duran, L., Gillam, S., Aghara, R., Swank, P., Assel, M., & Landry, S. (November, 2011). Spanish phonological awareness: Dimensionality and sequence of development in preschool-kindergarten. Technical session presented at the Annual Convention of the American Speech Language Hearing Association, San Diego, California.

28. Gillam, S., Anthony, J., Williams, J., Duran, L., Aghara, R., Swank, P., Assel, M., & Landry, S. (July, 2011). Spanish phonological awareness: Dimensionality and sequence of development during the preschool and kindergarten years. Oral presentation presented at the Society for the Scientific Study of Reading. St. Petersburg, Florida.
29. Gillam, S. (July, 2011). SLPs & RTI in school-based settings. 3-hour seminar presented at the American Speech Hearing and Language Schools Conference, Washington, DC.
30. Gillam, S. (July, 2011). Understanding Comprehension. 3-hour seminar presented at the American Speech Hearing and Language Schools Conference, Washington, DC.
31. Olszewski, A., Segura, H., & Gillam, S. (June, 2011). Measuring narrative language growth in multiple contexts. Poster presentation presented to the Symposium on Child Language Disorders, Madison, Wisconsin.
32. Gillam, S. & Olszewski, A. (2010). Classroom-Based Narrative Intervention for Diverse Learners: SLP Value Added. 1-hour Seminar presented at The Annual Convention of the American Speech Language and Hearing Association, Philadelphia, Pennsylvania.
33. Gillam, S. & Olszewski, A. (2010). Tracking Narrative & Literate-Language Progress (TNL-Pr): A Progress-Monitoring Tool. 1-hour Seminar presented at The Annual Convention of the American Speech Language and Hearing Association, Philadelphia, Pennsylvania.
34. Cox, J., Burr, A., & Gillam, S. & Boyce, L. (2010). Factors Contributing to Language Development in Toddlers With Developmental Delays. Technical session presented at The Annual Convention of the American Speech Language and Hearing Association, Philadelphia, Pennsylvania.
35. Shaw, J. & Gillam, S., & Boyce, L. (2010). Maternal Input During Book-Sharing: Wordless vs. Printed Books. Technical session presented at The Annual Convention of the American Speech Language and Hearing Association, Philadelphia, Pennsylvania.
36. Gillam, S., Morrey, K., Bailey, K., Slater, L., and Martin, M. (July, 2010). Improving Literate Language Use by Children with Language Impairments. American Speech Language and Hearing Schools Conference, Las Vegas, Nevada. (undergraduate students).
37. Gillam, S. (November, 2009). The Use of Think-Aloud Data in Comprehension Assessment. 2-hour Seminar presented at The Annual Convention of the American Speech Language and Hearing Association, New Orleans, Louisiana.
38. Jensen, T., Orquiz, P., & Gillam, S. (November, 2009). Narrative Language Intervention for English Language Learners. Technical session presented at The

- Annual Convention of the American Speech Language and Hearing Association, New Orleans, Louisiana. (undergraduate and graduate students).
39. Jensen, T., Orquiz, P., & Gillam, S. (April, 2009). Narrative Language Intervention for English Language Learners. National Conference on Undergraduate Research. LaCrosse, Wisconsin (poster session). (undergraduate students).
 40. Gillam, S., & Foley, B. (2008). Alternative Assessment of Language and Literacy in Children with Complex Communication Needs. Seminar presented at The Annual Convention of the American Speech Language and Hearing Association, Chicago, IL.
 41. Gillam, S., Gillam, R., Petersen, D., & Bingham, C. (2008). Narrative Language Intervention Program: Promoting Oral Language Development. Technical session presented at The Annual Convention of the American Speech Language and Hearing Association, Chicago, IL. (doctoral student).
 42. Gillam, S., & Foley, B. (February, 2008). Assessment of phonological processing and literacy in children with complex communication needs (CCN). The American Speech Hearing and Language Association Division on AAC 9th Annual conference. San Francisco, CA (poster session).
 43. Fresques, J., Talley, K., & Gillam, S. (2008). Poster presented at The Annual Convention of the American Speech Language and Hearing Association, Chicago, IL. (graduate students).
 44. Atwood, B., Deaton, R., & Griffiths, A., Gillam, S., & Foley, B. (April, 2008). Alternative assessment of language and literacy in children with complex communication needs (CCN). National Conference on Undergraduate Research. Salisbury, Maryland (poster session, undergraduate students).
 45. Gillam, S., Reece, K., & Gillam (2007). Evidence to practice: New findings from school based language intervention research. Panel presentation at The Annual Convention of the American Speech Language and Hearing Association, Boston, MA. (graduate student).
 46. Petersen, D., & Gillam, S. (2007). Similarities and differences between narratives of African American and Caucasian children. Technical session presented at The Annual Convention of the American Speech Language and Hearing Association, Boston, MA. (doctoral student).
 47. Gillam, S., (2007). Intervention approaches for improving language in low-income children. Technical session presented at The Annual Convention of the American Speech Language and Hearing Association, Boston, MA.
 48. Gillam, S., Reece, K., & Gillam, R. (2007). A comparison of two intervention approaches for improving language and narrative abilities in low-income children with language impairments. Texas Research Symposium on Language Diversity,

- Austin, TX (poster session, graduate student).
49. Gillam, S., & Gillam, R. (2006). Evidence based practice decisions in school age language. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Miami (mini-seminar).
 50. Laing, S. FastForward: phonological awareness, reading, and language in the school age child: Is it worth it? (2004). Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Philadelphia (poster session).
 51. Laing, S., Abts, B., & Deal, H. (2003). Efficacy and cross-domain effects of a phonological awareness and reading intervention for children with moderate-severe language impairment. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Atlanta (poster session, graduate students).
 52. Young, J., MaCauley, B., & Laing, S. (2003). The relationship between swallowing, walking, and talking in infants. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Atlanta (poster session). (graduate student).
 53. Laing, S., Smith, L., Johnson, L., & Weathers, A. (2002). Relationship between inhibition and verbal working memory. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Atlanta (poster session). (graduate students).
 54. Laing, S., & McCown, K. (2002). Examining comprehension using think-aloud methodology. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Atlanta (poster session, graduate student).
 55. Laing, S., & Stewart, S. (2002). Processing dependent measures and diagnosis of language impairment. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Atlanta (poster session, graduate student).
 56. Laing, S., & Espeland, W. (2001). The Impact of a classroom-based preschool phonological awareness training program for children with spoken language and expressive phonological impairments. Paper presented at The Annual Convention of The American Speech Hearing and Language, New Orleans (poster session, graduate student).
 57. Laing, S., & Lisle, S. (2001). Classroom based communication skills training. Paper presented at The Annual Convention of American Speech Hearing and Language, New Orleans (poster session, graduate student).
 58. Laing, S., & Moore, C. (2001). The effect of FastForward training on spontaneous language and narrative samples. Paper presented at The Annual Convention of American Speech Hearing and Language, New Orleans (poster session, graduate student).

student).

59. Laing, S. (2000). Assessment of phonology in preschool AAVE speakers using sentence probes. Paper presented at The Annual convention of the American Speech-Language and Hearing Association, Washington, D.C. (Mini-seminar).
60. Laing, S. (2000). Comparison of oral reading miscues in good and poor readers. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, Washington, DC. (poster session).
61. Laing, S., & Kamhi, A. (1999). The role of analogies and inferences in learning to read. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, San Francisco, CA. (Mini-seminar).
62. Laing, S., & Kamhi, A. (1998). The importance of orthographic analogies in learning to read (typical children). Paper presented at The Symposium on Research in Child Language Disorders, Madison, Wisconsin (poster session).
63. Laing, S., & Pollock, K. (1998). Modification of standardized phonological assessment for speakers of AAVE. Paper presented at The Third Biennial Memphis Research Symposium: Focus on Communication & Literacy in African Americans, Memphis, TN. (poster session).
64. Laing, S., & Kamhi, A. (1998). The benefits of thinking aloud for listening and reading comprehension. Paper presented at The Third Biennial Memphis Research Symposium: Focus on Communication & Literacy in African Americans, Memphis, TN. (poster session).
65. Laing, S., & Kamhi, A. (1998). Dynamic assessment of phonological awareness. Paper presented at The Annual Convention of The American Speech-Language and Hearing Association, San Antonio, Texas (poster session).
66. Laing, S., & Kamhi, A. (1998). The importance of orthographic analogies in learning to read (typical and disordered). Paper presented at The Annual Convention of The American Speech-Language-Hearing Association, San Antonio, Texas (poster session).
67. Laing, S., & Haynes, W. (1987). Temperament, affect expression and linguistic development in the second year. Paper presented at The Annual Convention of The American Speech-Language-Hearing Association, St. Louis, Missouri (poster session).

Regional/State

1. Gillam, R., & Gillam, S. (2017). Promoting language comprehension and production through narratives: Applications for children with language disorders or ASD. Cornell University, New York, NY.

2. Gillam, S. (2017). Monitoring progress of narrative language intervention: Tying it to the curriculum. Lancaster-Lebanon Intermediate Unit 13, Harrisburg, Pennsylvania.
3. Gillam, S. (2017). Taking advantage of leadership opportunities: News from the American Speech Language and Hearing Association. Speaker, Wisconsin speech Language Pathology and Audiology professional association, Appleton, Wisconsin.
4. Gillam, S. (2017). The challenge of serving and working with diverse populations. Speaker, Wisconsin speech Language Pathology and Audiology professional association, Appleton, Wisconsin.
5. Gillam, S. (2016). Working together! It's the only way to make a difference. Keynote speaker, Arkansas Speech Language and Hearing State Convention, Hot Springs, Arizona.
6. Gillam, S., & Gillam, R. (2016). Assessment of Narrative. Arkansas Speech Language and Hearing State Convention, Hot Springs, Arizona.
7. Gillam, S., & Gillam, R. (2016). Narrative Language Intervention. Arkansas Speech Language and Hearing State Convention, Hot Springs, Arizona.
8. Gillam, S. (March, 2016). Supporting Knowledge in Language and Literacy: An Evidence-Based Intervention for improving Narrative Discourse Skills for School Age Children. Workshop presented to Nebo School District, Nebo, Utah.
9. Gillam, S. (February, 2016). Supporting Knowledge in Language and Literacy: An Evidence-Based Intervention for improving Narrative Discourse Skills for School Age Children. Workshop presented to Jordan School District, Salt Lake City, Utah.
10. Gillam, S. (November, 2015). Supporting Knowledge in Language and Literacy: An Evidence-Based Intervention for improving Narrative Discourse Skills for School Age Children. Workshop presented to Green Hills AEA, Red Oaks, Iowa.
11. Gillam, S. (November, 2015). Supporting Knowledge in Language and Literacy: An Evidence-Based Intervention for improving Narrative Discourse Skills for School Age Children. Workshop presented to Provo School District, Provo, Utah.
12. Gillam, S. (September, 2015). Supporting Knowledge in Language and Literacy: An Evidence-Based Intervention for improving Narrative Discourse Skills for School Age Children. Workshop presented to Irving School District, Irving, Texas.
13. Gillam, S. (April, 2015). Working together to make a difference: It's the only way. Keynote presentation given to the *State Association Conference*, Las Vegas, Nevada.
14. Anderson, T., Israelsen, M., Nielsen, A., Crotty, B., & Gillam, S. (February, 2015). The relationship between narrative proficiency and syntactic complexity of story retells elicited from children with Autism Spectrum Disorder (ASD). Poster presented

- to the Utah Conference on Undergraduate Research (UCUR), Dixie State University, St. George, Utah.
15. DeLucchi, S., Fricke, T., Okey, K., Crotty, B., & Gillam, S. (February, 2015). Content-Form Trade-offs in the spontaneous stories told by children with Autism Spectrum Disorder (ASD): Implications for Assessment and Instruction. Poster presented to the Utah Conference on Undergraduate Research (UCUR), Dixie State University, St. George, Utah.
 16. Hammon, M., Sneddon, S., Williams, M., Crotty, B., & Gillam, S. (February, 2015). Improving the use of mental state verbs by children with Autism Spectrum Disorders in two narrative production tasks: Story retelling and spontaneous story generation. Poster presented to the Utah Conference on Undergraduate Research (UCUR), Dixie State University, St. George, Utah.
 17. Kunz, E., Long, S., Reeder, M., Crotty, B., & Gillam, S. (February, 2015). Grammatical and narrative content adequacy in story retells told by children with Autism Spectrum Disorder (ASD) before, during and after narrative instruction. Poster presented to the Utah Conference on Undergraduate Research (UCUR), Dixie State University, St. George, Utah.
 18. Sanford, M., Pearson, R., Summers, K., Crotty, B., & Gillam, S. (February, 2015). Syntactic complexity and narrative competence for children with Autism Spectrum Disorder (ASD): Balancing complexity with content in spontaneously generated stories. Poster presented to the Utah Conference on Undergraduate Research (UCUR), Dixie State University, St. George, Utah.
 19. Gillam, R., & Gillam, R. (October, 2014). Supporting knowledge in language and literacy (SKILL): Workshop presented to Region XI. Ft. Worth, Texas.
 20. Gillam, S., & Gillam, R. (June, 2014). Supporting knowledge in language and literacy (SKILL): An Evidence-based narrative intervention. Symposium presented at the Summer Seminar Series, Utah State University, Logan, Utah.
 21. Gillam, S., & Gillam, R. (April, 2014). Supporting knowledge in language and literacy (SKILL). Symposium presented to the National Students for Speech Language Pathology conference, University of Alabama, Tuscaloosa, Alabama.
 22. Stone, S., Watt, A., Laing, W., Salisbury, N., Gillam, S., & Gillam, R. (February, 2014). Learning Two Languages: A longitudinal investigation of discourse skills for Spanish-English Bilinguals. Utah Conference on Undergraduate Research (UCUR). Brigham Young University, Provo, Utah (poster session).
 23. Gillam, S. (January, 2014). Supporting knowledge in language and literacy. Seminar presented to the Iowa Speech Language and Hearing Association, Des Moines, Iowa.
 24. Gillam, S. (March, 2012). SLPs & RTI: Supporting core curricular standards. Symposium presented at the 66th Annual Ohio Speech-Language-Hearing

Association, Columbus, Ohio.

25. Gillam, S. (March, 2012). SLPs supporting core curricular standards with evidence based practice. Symposium presented at the 66th Annual Ohio Speech-Language-Hearing Association, Columbus, Ohio.
26. Gillam, S. (February, 2012). Understanding comprehension using think-alouds. Seminar presented to Illinois Speech-Language Hearing Association, Annual Convention, Chicago, Illinois.
27. Gillam, S. (February, 2012). RTI & SLPs, FYI. Seminar presented to Illinois Speech-Language Hearing Association, Annual Convention, Chicago, Illinois.
28. Gillam, S. (January, 2012). SLPs supporting core curricular standards in school-based settings. Seminar presented to Gulf Coast Speech-Language-Hearing Association, Long Beach, MS.
29. Gillam, S., & Gillam, R. (November, 2011). SLPs supporting core curricular standards. Seminar presented to Corona Norco Unified School-district. Norco, California.
30. Gillam, R., & Gillam, S. (June, 2011). Supporting Core Curricular Standards: Assessment and Treatment of Narratives. 2-day seminar presented to Region XIII Education Division, Fredericksburg, Texas.
31. Lamb, B., Nelson, N., & Gillam, S. (February, 2011). Improving the ability to define words through the use of classroom-based instruction in narration. Utah Conference on Undergraduate Research, Weber, Utah (poster session). Also accepted to National Conference on Undergraduate Research, Ithaca, New York (April 2011).
32. Nava, C., Pincock, J., & Gillam, S. (February, 2011). Classroom-based instruction in narration for children learning English: A feasibility study. Utah Conference on Undergraduate Research, Weber, Utah (poster session). Also accepted to National Conference on Undergraduate Research, Ithaca, New York (April 2011).
33. Nelson, J., Hancock, A., Nielsen, S., Turnbow, K., & Gillam, S. (February, 2011). From oral to written narratives; Instructional strategies and outcomes. Utah Conference on Undergraduate Research, Weber, Utah (poster session). Also accepted to National Conference on Undergraduate Research, Ithaca, New York (April 2011).
34. Merrill, M., Hegsted, S., & Gillam, S. (February, 2011). Tracking narrative language progress. Utah Conference on Undergraduate Research, Weber, Utah (poster session). Also accepted to National Conference on Undergraduate Research, Ithaca, New York (April 2011).
35. Bentley, M., Buttars, C., Merrill, M., & Gillam, S. (January, 2011). Measuring phoneme deletion for children with speech sound disorders. Research on Capitol Hill conference. Salt Lake City, Utah (poster session).

36. Morrey, K., Bailey, K., Taylor, Slater, L., & Gillam, S. (February, 2010). A comparison of intervention approaches for improving literate language use by children with language impairments. Utah Conference on Undergraduate Research, Cedar City, Utah (poster session.) Also presented to National Conference on Undergraduate Research, Missoula, Montana (April 2010).
37. Blackburn, A., Shaw, J., Gillam, S., & Boyce, L. (February, 2010). The relationship among socioeconomic status, education, and maternal book-sharing practices. Utah Conference on Undergraduate Research, Cedar City, Utah (poster session). Also presented to National Conference on Undergraduate Research, Missoula, Montana.
38. Burr, A., Cox., J., Gillam, S., & Boyce, L. (February, 2010). Relationships among maternal depression, education, SES and frequency of book reading in toddlers with language delays. Accepted Utah Conference on Undergraduate Research, Cedar City, Utah (poster session.) Also presented to National Conference on Undergraduate Research, Missoula, Montana.
39. Pike, K., & Gillam, S. (January, 2010). A nonverbal measure of phonological representation in children. Research on Capitol Hill conference. Salt Lake City, Utah (poster session). Also presented at National Conference on Undergraduate Research, Missoula, Montana.
40. Jensen, T., Orquiz, P., & Gillam, S. (January, 2009). Narrative language intervention for English Language Learners. Research on Capitol Hill conference. Salt Lake City, Utah (poster session).
41. Gillam, S., Gillam, R., Petersen, D., & Bingham, C. (October, 2008). Narrative language intervention program: Promoting oral language development. Intermountain Area Speech and Hearing Convention, Salt Lake City, Utah (1.5 hour seminar).
42. Atwood, B., Deaton, R., & Griffiths, A., Gillam, S., & Foley, B. (January, 2008). Alternative assessment of language and literacy in children with complex communication needs (CCN). Research on Capitol Hill conference. Salt Lake City, Utah (poster session).

Invited Presentations

International

1. Gillam, S. (April, 2013). Assessment and Intervention of Narrative Skills in School Age Children: An Overview. 2-day workshop presented to the Centre of Excellence for Speech and Language Development, English Montreal School Board, Montreal, QC.
2. Gillam, S. (July, 2012). Understanding comprehension in children with SLI. Symposium presented to the XXVIII International Congress of the Spanish

Association of Logopaedy, Phoniatory and Audiology, University of Madrid, Madrid, Spain.

3. Gillam, R., & Gillam, S. (2009). Parent information evening: Strategies for facilitating communication. Lecture sponsored by Speech WA, Perth, Western Australia, August.
4. Gillam, S. & Gillam, R. (2009). Assessment and Intervention of Children's Narratives. Two-day workshops presented for Speech Pathology Australia, Continuing Professional Development, Perth, Western Australia.
5. Gillam, R. & Gillam, S. (2009). Assessment and Intervention of Children's Narratives. Two-day workshops presented for Speech Pathology Australia, Continuing Professional Development, Brisbane, Queensland.
6. Gillam, S. (2009). Measuring Comprehension: The use of think-aloud methodology with children. Keynote address to the Statewide Speech and Language Conference, Western Australia Department of Education and Training, Perth, Western Australia, July.
7. Gillam, S. (2009). Alternative Assessment for children with Complex Communication Needs. Seminar presented at Curtin University, Perth, Australia, July.
8. Gillam, R., & Gillam, S. (2009). Assessing and treating narrative language in children with language impairments: Evidence-based practices. Workshop presented in Prince Albert, Saskatchewan, Canada, May.
9. Gillam, S. (2009). An Approach to Narrative Intervention with School-Aged Children. International Congress of Logopedics, Phoniatics, and Audiology. Talca, Chile, January.
10. Gillam, S. (2009). Language Intervention for Children with Specific Language Impairment. International Congress of Logopedics, Phoniatics, and Audiology. Talca, Chile, January.
11. Gillam, S. (2008). Narrative Intervention with School-Aged kids. 2nd East African Speech Therapy Conference, Nairobi, Kenya, September.
12. Gillam, R. & Gillam, S. (2008). Narrative Assessment and Intervention: Examining the Evidence for Effective Practices. Workshop presented to the annual convention of the Canadian Association of Speech-Language Pathologists and Audiologists, Kanaskas, Alberta, Canada, March.

National/Regional

1. Gillam, S. (2017). Monitoring Progress of narrative language intervention: Tying it to the curriculum. Full-day workshop for PaTTAN Speech Series, Harrisburg, PA.

2. Gillam, S. (2017). The challenge of working with diverse populations. Presentation to the Wisconsin Speech Language and Hearing Association, Appleton, Wisconsin.
3. Gillam, S. (2017). Taking advantage of leadership opportunities: News from ASHA. Presentation to the Wisconsin Speech Language and Hearing Association, Appleton, Wisconsin.
4. Anderson, T., Israelsen, M., Nielsen, A., Crotty, B., & Gillam, S. (April, 2015). The relationship between narrative proficiency and syntactic complexity of story retells elicited from children with Autism Spectrum Disorder (ASD). Poster presented to the National Conference on Undergraduate Research (NCUR), Eastern Washington University, Cheney, Washington.
5. DeLucchi, S., Fricke, T., Okey, K., Crotty, B., & Gillam, S. (April, 2015). Content-Form Trade-offs in the spontaneous stories told by children with Autism Spectrum Disorder (ASD): Implications for Assessment and Instruction. Poster presented to the National Conference on Undergraduate Research (NCUR), Eastern Washington University, Cheney, Washington.
6. Hammon, M., Sneddon, S., Williams, M., Crotty, B., & Gillam, S. (April, 2015). Improving the use of mental state verbs by children with Autism Spectrum Disorders in two narrative production tasks: Story retelling and spontaneous story generation. Poster presented to the National Conference on Undergraduate Research (NCUR), Eastern Washington University, Cheney, Washington.
7. Kunz, E., Long, S., Reeder, M., Crotty, B., & Gillam, S. (April, 2015). Grammatical and narrative content adequacy in story retells told by children with Autism Spectrum Disorder (ASD) before, during and after narrative instruction. Poster presented to the National Conference on Undergraduate Research (NCUR), Eastern Washington University, Cheney, Washington.
8. Sanford, M., Pearson, R., Summers, K., Crotty, B., & Gillam, S. (April, 2015). Syntactic complexity and narrative competence for children with Autism Spectrum Disorder (ASD): Balancing complexity with content in spontaneously generated stories. Poster presented to the National Conference on Undergraduate Research (NCUR), Eastern Washington University, Cheney, Washington.
9. Gillam, S. (October, 2013). SLPs and School-Based Practice: Curriculum-based Assessment and Interventions to Support the Common Core. Seminar presented to the Hamilton County Educational Service Center. Cincinnati, OH.
10. Gillam, S. (September, 2013). SLPs & school based practice: Curriculum based assessment & educationally relevant interventions. Seminar presented to Metro Educational Cooperative Service Unit of the Metropolitan Twin Cities Area, St. Anthony, MN.

11. Gillam, S. (August, 2013). Assessment and intervention of narrative skills in school age children. Two day short course presented to Area Education Agency 11, Johnston, IA.
12. Gillam, S. (June, 2013). SLPs and School-based practice: Curriculum-based assessment and interventions to support the common core. Two day short course presented to Ft. Hays State University, Ft. Hays, KS.
13. Gillam, S. (May, 2013). Narrative Intervention for School-age Children. Presentation to Georgia State University Faculty. Atlanta, GA.
14. Gillam, S. (April, 2013). Understanding Comprehension. Seminar presented to the Missouri Speech Language and Hearing Association Convention, Osage Beach, MO.
15. Gillam, R., & Gillam, S. (April, 2013). Assessing and supporting knowledge in language and literacy: A SKILL. Day Institute presented to the Missouri Speech Language and Hearing Association Convention, Osage Beach, MO.
16. Gillam, S. (March, 2013). SLPs and School-Based Practice: Curriculum-based Assessment and Educationally Relevant Interventions Parts I & II. Workshop presented at the California Speech-Language Hearing Association, Long Beach, CA.
17. Gillam, S. (March, 2013). SLPs and School-Based Practice: Curriculum-based Assessment and Educationally Relevant Interventions. Workshop presented to the Georgia Organization of School-based Speech-Language Pathologists, Atlanta, GA.
18. Gillam, S. (October, 2012). Progress-monitoring: The new normal. Seminar presented to the Iowa Speech Language and Hearing Association, Iowa City, IA.
19. Gillam, S., & Gillam, R. (October, 2012). Assessment and intervention of narratives in school-age children. Seminar presented at the Long Island Speech Language and Hearing Conference, Long Island, NY.
20. Gillam, S. (October, 2012). Narrative and expository language: Intervention for children with comprehension needs. Seminar presented at the Oakland School District, Waterford, Michigan.
21. Gillam, S., & Gillam, R. (September, 2012). Assessment of Children's Narratives. Seminar presented at the Annual RiteCare Conference, Dallas, TX.
22. Gillam, S., & Gillam, R. (September, 2012). Monitoring Progress in Children's Narratives. Seminar presented at the Annual RiteCare Conference, Dallas, TX.
23. Gillam, S., & Gillam, R. (September, 2012). Narrative Language Intervention: Story Grammar. Seminar presented at the Annual RiteCare Conference, Dallas, TX.

24. Gillam, S. (September, 2012). Understanding Comprehension. Seminar presented at the Annual RiteCare Conference, Dallas, TX.
25. Gillam, S. (September, 2012). Instructional Strategies for understanding Comprehension. Seminar presented at the Annual RiteCare Conference, Dallas, TX.
26. Gillam, S., Gillam, R., Justice, L., & Ehren, B. (November, 2009). Progress Monitoring Tools for SLPs in RTI: Preschool Through Adolescence. 2-hour seminar presented to The Annual Convention of the American Speech Language and Hearing Association, New Orleans, Louisiana.
27. Gillam, S., & Gillam, R. (October, 2008). Narrative Assessment and Intervention in Public Schools. Series of four workshops presented to speech-language-pathologists and SLP assistants on four Hawaiian Islands. Hawaii State Department of Education, Honolulu, HI, October.
28. Gillam, R. & Gillam, S. (2008). Evidence-based Practices in Narrative Intervention. Research presentation to University of Redlands, Department of Communicative Disorders, Redlands, CA, May.
29. Gillam, R. & Gillam, S. (2008). Evidence-based practices in intervention for language and literacy difficulties. Workshop presented to California Region 10, Desert Mountain SELPA. Apple Valley, CA, May.
30. Gillam, R. & Gillam, S. (2008). What Speech-Language Pathologists can do to support literacy development in school-age children. Workshop presented to the Speech and Hearing Association of Western Wyoming. Jackson Hole, WY, February.
31. Gillam, S. (2008). The connection between speech sound production, phonological awareness, and literacy. Where does the SLP fit in? Seminar presented to the Granite School District, Preschool Services, Salt Lake City, Utah.
32. Gillam, S., (2008). Intervention approaches for improving language in low-income children. Seminar presented at the University of Utah, Communication Sciences and Disorders Research Colloquium.
33. Gillam, S., & Gillam, R. (June, 2006). Evidence based practices in child language disorders. Summer outreach symposium, Utah State University, Logan, UT (workshop).
34. Gillam, S., & Gillam, R. (June, 2006). Narrative assessment and intervention with school-age children. Summer outreach symposium, Utah State University, Logan, UT (workshop).
35. Gillam, S. (April, 2006). Building the PhD pipeline. Council for Academic Programs in Communication Sciences and Disorders (conference proceedings).

36. Gillam, R. & Laing, S. (July, 2005). Evidence based practices in language intervention with school-age children. National Student Speech Language Hearing Association, Summer Symposium. Tuscaloosa, AL (seminar).
37. Laing, S. (March, 2005). Reading acquisition, assessment & intervention. MidSouth Conference, Memphis, Tennessee (mini-seminar).
38. Gillam, R. & Laing, S. (January, 2005). Literature-based language intervention with school-age children. Workshop presented to the Omni Child Development Center Winter Conference, Brooklyn, NY. (seminar).
39. Laing, S. & Picone, K. (2004). FastForWord: Case studies in school age children. Midsouth Conference, Memphis, Tennessee (poster session, graduate student).
40. Laing, S. (2004). Where angels fear to tread: Phonological awareness and beyond. Kentucky Speech and Hearing Association, Louisville (3 hour short course).
41. Laing, S. (2002). Research to practice. The University of Alabama Chapter of The National Student Speech Language Hearing Association, Summer Symposium. Tuscaloosa, AL. (seminar).
42. Laing, S. (2002). Assessment and Intervention for young children with Autism Spectrum Disorders. Early Intervention Medical Update: The Alabama Department of Rehabilitation Services, CSPD & Three Rivers Early Intervention District VII Coordinating Council. Shelton State Community College, Tuscaloosa, Alabama. (seminar).
43. Laing, S. (2000). A Multi-Disciplinary Approach to the Assessment and Remediation of Phonological Awareness Abilities. The University of Alabama Chapter of The National Student Speech Language Hearing Association, Summer Symposium (mini seminar).

Local

1. Gillam, S. (November, 2015). Supporting Knowledge in Language and Literacy. Workshop presented to Provo Speech Language Pathologists, Provo, Utah.
2. Hartzheim, D., Gillam, S., & Gillam, R. (2014). Narrative intervention for children with Autism Spectrum Disorder. Poster presented at the Graduate Research Symposium, Utah State University, Logan, Utah.
3. Hartzheim, D., Gillam, S., & Gillam, R. (2014). Narrative intervention for children with Autism Spectrum Disorder. Oral presentation presented at the Student Showcase, Utah State University, Logan Utah.
4. Pyle, N., Gillam, S., Olszewski, A., Segura, H., Hartzheim, D., & Laing, W. (June, 2012). Utah Conference on Effective Practices for Teachers and Human Service

- Professionals: Interventions Across the Lifespan. Utah State University, Logan, UT.
5. Gillam, S. (Spring, 2011). SLPs supporting literacy in the classroom. Guest lecture for School-age Language Graduate class. University of Utah, Salt Lake City, UT.
 6. Gillam, S. (Spring, 2011). Assessment and Intervention for Narratives. Guest lecture 2-part series for School-age Language Graduate class. University of Utah, Salt Lake City, UT.
 7. Gillam, S. (2006). Reading Assessment and Intervention for Speech Pathologists. Utah State University In-Service Workshop for Clinical Faculty, Speech and Hearing Center.
 8. Gillam, S. (2006). Evidence Based Practice. Utah State University Guest Lecture for Graduate Students in Speech Language Pathology. Utah State University, Logan, UT.
 9. Laing, S. (2005). Phonological awareness; assessment & intervention for speech language pathologists. Billingsley Elementary School, Billingsley, AL (in-service).
 10. Laing, S. (2005). The use of focused stimulation techniques to improve language skills in preschool children. Presentation for The University of Alabama Speech and Hearing Center. Tuscaloosa, AL. (invited speaker).
 11. Laing, S. (2004). Verbal working memory and speed of processing in school-age children with and without language impairment. Presentation for Contemporary Issues in Cognitive Psychology (GP 347; invited speaker).
 12. Laing, S. (2004). Careers in speech language pathology. Capstone Scholars Day. University of Alabama (invited speaker).
 13. Laing, S. (2003). Independent phonological analysis techniques. The University of Alabama Speech & Hearing Center, Tuscaloosa, AL. (in-service).
 14. Laing, S. (2001). Assessment and Intervention for Phonological Awareness. Over the Mountain SLP's, Birmingham, AL., (In-service).
 15. Laing, S. (2001). Careers in speech language pathology. Capstone Scholars Day. University of Alabama (invited speaker).
 16. Laing, S. (2000). Assessment and intervention of phonological awareness. The University of Alabama Speech & Hearing Center, Tuscaloosa, AL. (in-service).
 17. Laing, S (2000). Phonological awareness; assessment & intervention for regular and special education teachers. Verner Elementary School, Tuscaloosa, AL. (in-service).
 18. Laing, S. (2000). Speech Language Pathology as a career. Englewood Elementary, Career Day (invited speaker).

19. Laing, S. (2000). Intervention with Autism/PDD. Brewer-Porch Children's Center, Tuscaloosa, AL. (invited speaker).
20. Laing, S. (1999). The influence of language and cognitive abilities on comprehension in good and poor third grade readers. The Department of Psychology, Colloquium, at The University of Memphis, Memphis TN. (invited speaker).
21. Laing, S (1999). The use of computerized language program to remediate temporal processing deficits. The University of Alabama Speech & Hearing Center, Tuscaloosa, AL. (in-service).
22. Laing, S. (1999). Phonological awareness; assessment & remediation. The University of Alabama Speech & Hearing Center, Tuscaloosa, AL. (in-service).
23. Laing, S. (1998). Phonological awareness and reading. Coldwater Elementary School, Coldwater, MS. (in-service).
24. Laing, S. (1997). Modification of standardized phonological assessment for speakers of AAVE. Research Symposium, Boling Developmental Center, Memphis, TN. (mini seminar).
25. Laing, S. (1996). The role of the Speech-Language Pathologist in educational and medical settings. The Wyoming Women's Leadership Conference, Casper, WY. (invited speaker).
26. Laing, S. (1997). Dynamic versus static assessment of phonological awareness. The Department of Speech-Language Pathology/Audiology, Colloquium, The University of Memphis, Memphis, TN. (invited speaker).
27. Laing, S. (1997). Identifying language disorders in children who are not English proficient. Interdisciplinary Leadership Conference, Boling Developmental Center, Memphis, TN. (mini seminar).
28. Laing, S. (1994). Treatment of language disorder in educational settings. Dothan City Schools, Dothan, AL. (in-service).
29. Laing, S. (1993). Review of current treatment options for fluency disorders in school-aged populations. Dothan City Schools, Dothan, AL. (in-service).
30. Laing, S. (1993). Identification and treatment of language learning disorders. Dothan City Schools, Dothan, AL. (in-service).

TEACHING

Undergraduate Courses

CD 226	Language Development (University of Alabama)
CD 305	Phonological Awareness and Reading (University of Alabama)
CD 371	Speech Disorders I (University of Alabama)
CD 411/511	Speech and Hearing Science (University of Alabama)
COMD 2500	Language, Speech, and Hearing Development (Utah State University)
COMD 3120	Assessment and Intervention for Phonological Disorders (Utah State University)
COMD 5600	Assessment and Intervention in Birth–Five (Utah State University)
COMD 4450	Assessment and Intervention in Speech Language Pathology (USU)
COMD 2600	Introduction to Speech and Language Disorders (USU)

Graduate Courses

CD 509	Language development (University of Alabama)
CD 510	Language Intervention (University of Alabama)
CD 529	Diagnostic Methods (University of Alabama)
CD 551	Phonological and Articulation Disorders (University of Alabama)
CD 577	Phonological and Articulation Disorders Ages 4 and older (University of Alabama)
CD 557	Special Populations (University of Alabama)
CD 502	Language Assessment & Intervention with School Age Children (University of Alabama)
CD 512	Language Assessment & Intervention with Children Ages B – 3 (University of Alabama)
CSD 553	Multicultural Populations (Northern Arizona University)
COMD 6050	Professional Issues in Speech Language Pathology (Utah State University)
SPED 7820	Doctoral Seminar in Language Acquisition (Utah State University)
COMD 6150	Assessment & Intervention of Articulation and Phonology (USU)
COMD 6120	Assessment and Intervention in School-Age, Adolescent Populations

Mentorship

- Students to Empowered Professionals (STEP) Mentor (2011). American Speech Hearing and Language Association.
- Promoting the next generation of researchers (PROGENY) Faculty research partner (2011). American Speech Hearing and Language Association.

UNIVERSITY SERVICE

Utah State University

- Office of Research, Scholars Day and Research Fellows, Panel Member (2010 – present)
- Academic Freedom and Tenure Committee (2009 – 2012)
- Advisor to the Undergraduate Program Advisory Committee (2009 – 2011)
- Department Teaching Excellence Award Committee (2007-2009; 2009 – 2011)
- USU Faculty Connections Speaker (Fall 2008)
- Faculty Senate (2007 – 2010)
- Library Committee (2006 – 2009)
- Ad Hoc Faculty Code Review Committee (2007)

Utah State University Emma Eccles Jones College of Education and Human Services

- EEJ CEHS post-tenure review committee (2013 – present)
- Search committee member Professor of Demography, Sociology (2012)
- Search committee member Professor of Literacy & Language Arts (2011)
- Ombudsperson (2008 – present)
- EEJCOEHS Research Council Member (2009 – present)
- Disabilities Disciplines Doctoral Committee (2007 – present)
- Interdisciplinary Doctoral Planning Committee (2006)
- Research Council (2008-2009), reviewer.

Utah State University – Communication Disorders and Deaf Education

- Graduate Faculty Committee (2006 – present)
- T & P Advisory Committee (2006) Julie Wolter, member
- T & P Advisory Committee (2007 – present) Debbie Golos, chair
- T & P Advisory Committee (2007 – present) Karen Munoz, member
- T & P Advisory Committee (2011 – 2013) Cindy Jones, member
- T & P Advisory Committee (2013) Renee Galigher, member
- T & P Advisory Committee (2013) Melanie D. Rodriguez, member
- Comprehensive examination Committee (2008 – present), chair
- Search Committee, Clinical Supervisor (2008 – 2009), chair

University of Alabama – College of Arts & Sciences

- Research Advisory Committee (2005 – 2006)

- Faculty Leadership Review Committee (2005 – 2006)
- 5th Annual Alabama Autism Conference Planning Committee (2005 – 2006)
- Promotion and Tenure Committee (2004 – 2006)
- Diversity Committee (2000 – 2002)

University of Alabama – Department of Communicative Disorders

- Chair, Search Committee (2002 – 2003)
- Co-chair, Search Committee (2001 – 2002)
- Graduate Faculty committee (1999 – 2006)
- Undergraduate Advisor (1999 – 2006)
- Chair, Comprehensive Examination Committee, (2000 – 2005)
- Library Liaison (2001 – 2006)
- Honor's Student Liaison (2001 – 2006)

PROFESSIONAL SERVICE AND AFFILIATIONS

American Speech-Language-Hearing Association

1. Member, Literacy Assessment and Intervention, American Speech Hearing and Language Association Convention Program Committee (2014-2015).
2. Reviewer, American Speech Language and Hearing Association. Academic Affairs and Research Education (AARE) Award and Mentoring Programs (July 2013).
3. Topic Chair, Language Science, American Speech Hearing and Language Association Convention Program Committee (2013-2014).
4. Topic Chair, Language Science, American Speech Hearing and Language Association Convention Program Committee (2012-2013).
5. Reviewer, (2012) Minority Student Leadership Program (MSLP). American Speech Language Hearing Association (ASHA).
6. Nominated for Vice President for Science and Research, American Speech Hearing and Language Association (2012).
7. Topic Chair, Language Science, American Speech Hearing and Language Association Convention Program Committee (2011-2012).
8. Member, Research Across the Discipline, Convention Program Committee (2010-2011).
9. Reviewer, American Speech Language Hearing Foundation (August, 2011). Grant review and reviewer training program.

10. Reviewer, American Speech Language Hearing Mentoring for Academic-Research Careers (MARC) program designed for PhD students, junior faculty, and postdoctoral scholars (2010, 2011).
11. Minority Student Leadership Program (2009, 2010). Reviewer/mentor for Leadership Simulation for Undergraduate students from culturally and linguistically diverse backgrounds, Annual American Speech Language and Hearing Convention.
12. Member, School Age and Adolescent Language Subcommittee, Convention Program Committee (2009).
13. Mentor, American Speech Language Hearing Mentoring for Academic-Research Careers (MARC) program designed for PhD students, junior faculty, and postdoctoral scholars (2008-2012).
14. Elected Member (Utah representative), National American Speech-Language-Hearing Association's Speech-Language Pathology Advisory Council (2008-2011).
15. Topic Chair, Language Science Subcommittee, Convention Program Committee (2007-2008; 2011-2012).
16. Member, Language, Learning and Education School Age Language Subcommittee, Convention Program Committee (2006).
17. Chair, Committee to Council of Academic Programs in Communication Sciences and Disorders. To develop a model for linking master's programs who are strong in research with PhD programs in hopes of establishing partnerships for PhD student preparation (2005-2006).
18. Reviewer, Student research in early childhood language academic scholarships. The American Speech Hearing and Language Foundation (2005).
19. Member, Language, Learning and Education Subcommittee, Convention Program Committee (2005).
20. Facilitator for Roundtable Session entitled Literacy: Phonological Awareness at The American Speech Hearing and Language Association (2005) Schools Conference, Indianapolis, IN.
21. Member, School Age and Adolescent Language Subcommittee, Convention Program Committee (2003).

Editorial Positions

1. Guest Editor, (2015-2016). Topics in Language Disorders.
2. Guest Associate Editor, (2015). American Journal of Speech Language Pathology.

3. Associate Editor, (2013-2016). Journal of Speech, Language and Hearing Research. American Speech Hearing and Language Association.
4. Associate Editor, American Journal of Speech Language Pathology (2009-2011).
5. Editorial Review Board Member, Communication Disorders Quarterly (2008-2011).
6. Perspectives on Language Learning and Education, Division 1 (Volume 1, Number 1, March 2007).

Select Peer Reviewer

1. Practice Portal-Clinical Topics; American Speech-Language Hearing Association (April, 2014). Review and approve information on spoken language disorders portal page.

Ad Hoc Reviewer

- Child Development (2014)
- Universitas Psychologica: Panamerican Journal of Psychology (2013)
- Journal of Child Language (2011)
- Topics in Language Disorders (2010)
- International Journal of Language & Communication Disorders (2010-present)
- Clinical Linguistics and Phonetics (2009)
- Journal of Speech, Hearing, and Language Research (2004-2009)
- Language Speech, and Hearing Services in the Schools (2004-present)
- Evidence Based Practice Briefs (2007)
- Topics in Language Disorders (2007-2009)
- Journal of Abnormal Child Psychology (2005)
- Communication Disorders Quarterly (2005)
- International Journal of Language & Communication Disorders (2005)
- Journal of Child Language (2005)
- Thomson Delmar Awards for student research (2005)
- The American Journal on Mental Retardation (2003-2006)
- The American Journal of Speech Language Pathology (2004-2006)
- Professional Development Resources, Inc. (2004-2005)
- Thomson Delmar Learning (2004-2005)
- Clinical Linguistics and Phonetics (2004)
- Sage Publications (2004)
- Lippencott, Williams & Wilkins Publishing (2002)

Grant Reviewer

1. Reviewer, Health Research Board, Ireland. The HRB is a statutory body that promotes, funds, commissions and conducts clinical, epidemiological and health services/systems research in Ireland. I was asked to review the application entitled "Critical engagement by Speech & Language Therapists: evidence, theory and logic in clinical practice." (February, 2009; January 2010).

Expert Reviewer

1. Expert, outside reviewer for Professor applying for promotion from Associate to Full, University of Texas Health Science Center (January, 2014).
2. Expert, outside reviewer for Professor applying for promotion from Assistant to Associate Professor, The University of Georgia (Spring, 2010).
3. Expert, outside review for Professor applying for promotion and tenure, Western Carolina University (Fall, 2012).

COMMUNITY SERVICE

1. Volunteer, Common Ground Outdoor Activities (2008 to 2009). Organization created to provide life-enhancing outdoor recreational opportunities for youth and adults with disabilities.
2. Community Outreach Chair, Intermountain Health Care Hospice Program (2008 to 2009). Nonprofit organization serving patients in the State of Utah with end of life healthcare needs.

CERTIFICATION AND LICENSURE

1. Certificate of Clinical Competence in Speech Pathology, American Speech-Language-Hearing Association (1989 - present).
2. Licensed Speech-Language Pathologist, Utah State Board of Examiners for Speech-Language Pathology and Audiology (2007 - present).
3. Licensed Speech-Language Pathologist, Alabama State Board of Examiners for Speech-Language Pathology and Audiology (1990 - present).
4. Licensed Speech-Language Pathologist, Tennessee State Board of Examiners for Speech-Language Pathology and Audiology (1996 - 2000).
5. Licensed Speech-Language Pathologist, Arkansas State Board of Examiners for Speech-Language Pathology and Audiology (1996 - present).
6. Teaching Certificate, Speech-Language Pathologist Specialization, Alabama State Department of Education (1987 – present).

STUDENT COMMITTEES

Dissertation Chair

- Sarai Holbrook – COMD – DE Disabilities Doctoral Program (2015 to present)
- Abbie Olzewski – COMD – DE Disabilities Doctoral Program (2009 to 2013).

Dissertation Committees

- Carla Orellano - COMD – DE Disabilities Doctoral Program (2015 to present).
- Rebekah Wada - COMD – DE Disabilities Doctoral Program (2016 to present).
- Daphne Hartzheim - Communicative Disorders and Deaf Education (2016).
- Suzanne Dawkins – School of Education, The University of Western Australia (March, 2013).
- Katie Squires – Communicative Disorders and Deaf Education (2015).
- Tyler Sorenson – Communicative Disorders and Deaf Education AUD program USU (2008, 2009).
- Tyra Sellers – Applied Behavior analysis (2008-2009, USU).
- Gina Cook – Family Child and Human Development (2007-2009, USU).
- Ginger Kelso – Applied Behavior Analysis (2008-2009, USU, Defended).
- Kee Straits – Psychology (2008-2009, USU, Defended).
- Doug Peterson – Communication Disorders and Deaf Education (2007-2009, USU, Defended).
- Ashok Natarajan –Psychology University of Alabama Defended (February 2005).
- Christy Howell –Human Development and Family Studies University of Alabama (October 2000, Defended).

Thesis Director

- Megan Israelsen – Communication Disorders and Deaf Education (2017). Thesis Title: Syntactic complexity and narrative proficiency in students with Autism Spectrum Disorders.
- Brigid Crotty – Communication Disorders and Deaf Education (2016)
Thesis Title: Form-Content trade-offs in the narratives of children with ASD in two elicitation contexts.
- Rebekah Wada – Communication Disorders and Deaf Education

Thesis Title: Clinician Recasts and Production of Complex Syntax by Children With and Without Specific Language Impairment (2014)

- Brynne Evans – Communication Disorders and Deaf Education (2013)
Thesis Title: Does teaching narrative structure to children with Language Impairments improve comprehension of expository text?
- Joel Hopper – Communication Disorders and Deaf Education (2013)
Thesis Title: Learning Two Languages: A Longitudinal Investigation of Discourse Skills for Spanish-English Bilinguals
- Jessica Nielsen - Communication Disorders and Deaf Education (2012)
Thesis Title: Maternal language during book sharing: wordless versus print.
- Tanja Dalton - Communication Disorders and Deaf Education (2011)
Thesis Title: Comparison of two approaches to improving cognitive academic language proficiency for school-aged, English Language Learners: Two-group, pretest/posttest design
- Jennifer Fresques, Chair, Communicative Disorders and Deaf Education, Defended (2008).
Thesis Title: A classroom communication program for pragmatic language skills training.
- Kellie Talley, Chair, Communicative Disorders and Deaf Education, Defended 2008.
Thesis Title: A classroom communication program for pragmatic language skills training.
- Andrea Atchley – Communicative Disorders
Thesis Title: *Comparison of formal and informal language and processing measures in African American speakers* (March 2005).
- Amanda Milford – Communicative Disorders
Thesis Title: *The use of sign language to improve the articulation abilities of a medically fragile child with Down syndrome* (March 2005).
- Betsy Abts - Communicative Disorders
Thesis Title: *Intervention for reading deficits in children with moderate-severe language impairment* (October 2003).
- Heather Deal - Communicative Disorders
Thesis Title: *Intervention for phonological awareness deficits in children with moderate-severe language impairment* (October 2003).
- Caroline Moore - Communicative Disorders
Thesis Title: *The Effects of FastForWord Training on Spontaneous Language and Narrative Samples* (October 2001).
- Wendy Espeland - Communicative Disorders

Thesis Title: *The impact of a classroom-based preschool phonological awareness training program for children with spoken language and expressive phonological impairments* (June 2001).

- Carrie Smith - Communicative Disorders
Thesis Title: *The influence of comprehension monitoring and verbal working memory on the comprehension of expository text in fourth-grade good and poor readers* (Spring 2000).
- Kelli St. Clair - Communicative Disorders
Thesis Title: *The influence of inferencing and verbal working memory on comprehension of expository text in fourth-grade good and poor readers* (October 2000).

Thesis Plan A/B Committees

- Brittney Lamb, Communicative Disorders and Deaf Education, Defended.
- Kaity Neiman, Communicative Disorders and Deaf Education, Defended December 2009, USU.
- Alexis Wood, Communicative Disorders and Deaf Education, Defended February 2007.
- Sarah Crump, Psychology Theory of Mind, Defended Fall 2003.
- Jennifer Young, Communicative Disorders, Defended October 2002.
- Naomi Lang-Unasch, Communicative Disorders, Defended August 2002.
- Kyle Tanner, Communicative Disorders, Defended March 2001.
- Amanda Jordan, Communicative Disorders, Defended October 2000.
- Rebekah Wada, Communicative Disorders and Deaf Education, Defended February 23, 2015).

Plan B Committees (Chair)

- Brigid Crotty, Communicative Disorders and Deaf Education. 2016.
- Joel Hopper, Communicative Disorders and Deaf Education. Defended, November, 2015
- Brynne Cook Nelson, Communicative Disorders and Deaf Education, Defended 2013.
- Jessica Shaw Nielsen, Communicative Disorders and Deaf Education, Defended 2012.

- Tanja Jensen Dalton, Communicative Disorders and Deaf Education, Defended 2011.

Honors Projects

- Sara Hegsted, Communicative Disorders and Deaf Education, Spring 2011-2012.
- Tanja Jensen, Communicative Disorders and Deaf Education, Spring 2008.

Doctoral Studies Courses (Independent Studies)

- COMD 6900: *Advanced Topics in Speech-Language Pathology*: 3 credits (2010, 2011, 2012, 2013)
- COMD 6900: *Advanced Topics in Speech-Language Pathology*: 3 credits Narrative Research (2009)
- COMD 6850: COMD Seminar: *African American Narrative Publication* (2008)
- SPED 7070: *Grant Writing Internship (Product)*: 1 credit IES development grant for narrative intervention program (2008)
- COMD 6900: *Advanced Topics in Speech-Language Pathology*: 3 credits African American Narrative Research (2007)
- SPED 7930: *Presentation Internship (Product)*: 1 credit Technical session presentation at ASHA convention (2007)
- SPED 7820: Cross-Specialization: Language Development: 3 credits Course on multiple theories of language development (2007)

Independent Studies

- Makenzie Taylor (Spring 2010)
Narrative Assessment and Intervention for children with language impairments or who are at-risk for language impairment.
- Candace Handley (Spring 2006)
Semantic activation and the ambiguity advantage in children developing typically and children with language learning impairments.
- Melissa Billings (Fall 2005)
Evidence based practice in reading intervention.
- Dana Quinney (Spring 2005)

Evidence based practice in child language intervention.

- Katie Wiley (Spring 2005)
Evidence based practice in child language intervention.
- Katie Lyons (Fall 2004)
Criterion referenced testing for use with school age children across multiple domains.
- Leslie Brown (Spring 2004)
Clinician directed versus child directed therapy approaches and echolalia in a child with SLI: A Case Study.
- April Savage (Fall 2003)
Behavior Disorders and Specific Language Impairment.
- Allison Spidle (Spring 2003)
Speech and language with children who are Hearing Impaired.
- Tim Hutchings (Fall 2002)
Research into joint book reading between fathers and children.
- Shelley Stewart (Spring 2002)
Research in processing independent and knowledge dependent assessment measures in diagnosing language impairment in African American children.
- Tyya Milliner (Fall 2001)
Research in the relationship between African American Vernacular English and reading, writing and spelling in school age children.
- Jamie Simpson (Spring 2001)
Research in behavioral problems, assessment and intervention issues in school-age children.

Clinical Experience

1999-2006	Private Practice/consultant, Tuscaloosa, AL Assess & provide intervention programming for language/reading impaired children, and provide instruction in language, word recognition, and phonological processing difficulties.
1996-1999	Research Assistant, School of Audiology & Speech Language Pathology, University of Memphis, Memphis, TN. Training in communication and literacy with specific emphasis on African American Language Acquisition/disorders. Collateral areas in Multicultural and Special Education. Conducted research in child language, reading acquisition, and disorders. Taught classes in language/reading acquisition, disorders, and psycholinguistics as

	requested.
<i>1996-1999</i>	Speech Language Pathologist, Private Practice, Memphis, TN Conducted assessments, prepared reports, wrote Individual Educational Programs and provided intervention for children aged 3-5 for Great Rivers Preschool Cooperative, W. Memphis, Arkansas. Private clients: assessed & provided intervention for severe language/reading impaired, and provided instruction in language, word recognition, and phonological processing difficulties.
<i>1994-1996</i>	Speech Language Pathologist, Casper Day Care and Child Development Center Conducted assessments, and prepared Individual Educational Programs (3-5) and Individual Family Service Plans (B-2). Participated in multidisciplinary team assessment and planning. Provided speech and language intervention. Conducted in-service training for faculty, staff and parents regarding speech and language topics including Attention Deficit Disorder, Fluency, and Language Learning Disabled populations.
<i>1994-1996</i>	Speech Language Pathologist, Private Practice, Casper, WY Conducted assessment and provided intervention for patients through Wyoming Home Health Care, Novacare, Furhman Physical Therapy Associates, and Sundance Rehabilitation. Conducted in-service training for medical professionals regarding neurogenic speech and language issues.
<i>1991-1994</i>	Speech Language Pathologist, Dothan City Schools Conducted assessments, prepared Individual Educational Programs, participated in multidisciplinary team assessment and placement meetings for children ages 7-14. Conducted in-service workshops for administrators, teachers, speech language pathologists and other special education personnel regarding language intervention and academic topics to include Fluency and Language Learning Disabilities.
<i>1991-1994</i>	Speech Language Pathologist, Private Practice, Dothan, AL Conducted assessments, prepared reports, and provided intervention for geriatric speech and language populations for Novacare and Communicare Pro Rehab.
<i>1989-1991</i>	Speech Language Pathologist, Phoenix City Schools, AZ Conducted assessments, prepared Individual Educational Programs and provided intervention for regular, special and multihandicapped school populations aged 8-21. Conducted in-service training for administrators, teachers, speech language pathologists, and other special education personnel regarding language intervention and academic topics.
<i>1989-1991</i>	Speech Language Pathologist, Private Practice, Phenix City, AL., Opelika, AL Conducted assessments, prepared reports and provided intervention for geriatric speech and language populations for Southeast

	Alabama Home Health Services.
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